



SUPERINTENDENT OF PUBLIC INSTRUCTION

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May 9, 2019

(X) Action Required
Due Date: June 28, 2019
() Informational

BULLETIN NO. 026-19 LEARNING AND TEACHING

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
Educational Service District Assistant Superintendents
School District Learning and Teaching Directors

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: K–4 Literacy Requirements and Expectations

CONTACT: Aira Jackson, Director of English Language Arts and Literacy
360-725-6228, aira.jackson@k12.wa.us

PURPOSE/BACKGROUND

The purpose of this bulletin is to review the required expectations in [Engrossed Substitute Senate Bill 5946](#) (2013)—Strengthening Student Educational Outcomes (SSEO) and amended by [Substitute Senate Bill 5803](#) (2015). For your reference, the codified RCWs are provided for each requirement below.

REQUIREMENTS FOR GRADE K–4 REPORTING

Districts are required to report to the Office of Superintendent of Public Instruction (OSPI) at the end of the school year: 1) the number of K–4 students reading below grade level; and 2) the intensive strategies and interventions provided to improve the reading skills of all students in grades K–4. Districts will submit their **2018–19** data through the Education Data System (EDS) portal starting **Wednesday, May 15th**. The system will close on **Friday, June 28th**. Please refer to the [K–4 Literacy SSEO website](#) for more information ([RCW 28A.320.203](#)).

MEASURING STUDENT PROGRESS

Districts/schools should use the results of the Smarter Balanced Assessment (if applicable) to measure student progress. District assessment, including interim and formative assessment outcomes, should be used to determine student literacy levels, to develop appropriate strategies and instructional practices to meet the needs of all students.

The Smarter Balanced English Language Arts Assessment is just one measure of student progress. The annually updated [Menu of Best Practices and Strategies for English Language Arts](#) highlights evidence-based strategies and will help inform district and school decision-making. Additional resources, tools, and information to help school districts implement the requirements in the law are available on the OSPI [K–4 Literacy SSEO website](#).

REQUIREMENTS FOR K–4 REPORT CARDS

The K–4 report cards should include: 1) how a student is progressing on acquiring reading skills; and 2) whether the student is at grade level in reading. If a student is not reading at or above grade level, the classroom teacher must explain to the parent/guardian (as part of ongoing communications and/or through the meetings referenced below: a) which interventions and strategies will be used; and b) which strategies can be used at home for improving the student's reading skills ([RCW 28A.320.203](#)).

REQUIREMENTS FOR SCHOOLS AND DISTRICTS

Parent/guardian meetings and intensive improvement strategies are required for any students who are reading below grade level and/or are likely to receive a score of Below Basic (Level 1) on the 3rd grade Smarter Balanced English Language Arts Assessment. OSPI recommends using multiple measures, including interim and formative assessments to determine whether a student will be likely to receive a score of Below Basic (Level 1) on the Smarter Balanced English Language Arts Assessment.

The parent/guardian meetings may occur throughout the spring/early summer and should focus on the school's plan for supporting the student's literacy development. The school district must receive parent/guardian consent for the intensive improvement strategies to be implemented and if applicable, the appropriate grade level placement. If the school principal or principal's designee and parent cannot agree on the appropriate improvement strategies from the list of available options and grade placement, the parent's request will be honored.

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If the school district does not receive a response from a parent/guardian by the district/school deadline, or a reasonable time thereafter, the principal or the principal's designee shall make a decision on the student's intensive improvement strategies to be implemented and the grade placement for the following school year ([RCW 28A.655.230](#)).

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Aira Jackson, Director of English Language Arts and Literacy, at 360-725-6228 or email aira.jackson@k12.wa.us. The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Bulletins](#) page of the OSPI website at <http://www.k12.wa.us/BulletinsMemos/bulletins2019.aspx>.

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